DOCUMENT RESUME

ED 205 812 CE 029 875

TITLE	Adult Education Development and the NAEP. Report of the All India Adult Education Conference (32nd, Amritsar, India, October 7-9, 1979). Series No. 134.
INSTITUTION	Indian Adult Education Association, New Delhi.
PUB DATE	80
NOTE	61p.
AVAILABLE FROM	Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi, India-110002 ($2.00).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adult Education; *Adult Programs; Economic Development; *Educational Development; *Educational Needs; Lifelong Learning; *Literacy Education; *National Programs; Program Development; Program Implementation; Rural Population; Womens Education
IDENTIFIERS	*India; National Adult Education Programme (India)

ABSTRACT

This publication contains the proceedings of a conference held to discuss adult education and the National Adult Education Programme (NAEP) in India. Four major addresses are included in the booklet, along with references to other speeches, group discussion reports, resolutions, and recommendations. Inaugurating the conference, Shri J.J. Kidwai said that educational institutions were best suited to play their fullest part in the NAEP. He said that the campaign against illiteracy should be part of the larger development effort in the field of agriculture, industry, health and hygiene, family planning, vocational training, social reform, and social amelioration; and he urged rural participation in the program. Welcoming the delegates, Shri Jagjit Singh said that for a multi-faced development of the community, education had to play a vital role. He said that not only were the three R's needed but many other subject knowledges as well. He said that lack of education was the root cause of superstition, dirt, disease, backwardness, and parochialism. In his presidential address, Dr. M.S. Adisehiah emphasized the necessity of forming an effective state-level adult education association in Punjab to promote adult education in the state. He said that NAEP was a part of world-wide movements and that adult education should become part of the everyday life of the common people. Finally, in a valedictory address, Smt. S. Muthu said that the process of national development had changed the concept of adult education, which was previously confined to literacy alone. Now overall human resource development was needed, and special efforts should be made for adult education for women. Reports were presented on five group discussion topics. The conference program is appended to the publication. (KC)

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ADULT EDUCATION DEVELOPMENT AND THE NAEP

ED205812

Report of the 32nd All India Adult Education Conference
Amritsar, October 7-9, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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17-B, INDRAPRASTHA MARG
NEW DELHI-110002

CE023875

Published by :

INDIAN ADULT EDUCATION ASSOCIATION,

17-B, Indraprastha Marg, New Delhi-110002 (India)

Series No. 134

1980

Rs. 5.00; U.S. $ 2.00

Printed at :

DELUXE PRINTERY, B-217, Naraina Industrial Area
Phase-I, New Delhi-110028

ADULT EDUCATION DEVELOPMENT
AND THE NAEP

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INTRODUCTION

The 32nd Annual Conference of the Indian Adult Education Association began its three day session in Amritsar (PB) on October 7, 1979 under the Presidentship of Dr. Malcolm S. Adiseshiah, M.P., President of the Association. The theme was "Adult Education and Development in Relation to National Adult Education Programme."

Four hundred and eighteen delegates from twenty-three States and Union Territories attended this conference. Most of the affiliated organisations of IAEA, State Governments and the Universities of Aligarh, Andhra, Bihar, Calicut, Delhi, Kashmir, Kerala, Kurushetra, M.S. University of Baroda, Punjabi, Punjab, Rajasthan, S.N.D.T, Women's University, Vishwa Bharti, deputed representatives.

Inaugurating the Conference, Shri A.J. Kidwai, Vice-Chancellor, Jamia Millia Islamia, New Delhi. said that educational institutions were best suited to play their fullest part in the National Adult Education Programme. He said that the campaign against illiteracy should be part of the larger development effort in the field of agriculture, industry, health and hygiene, family planning, vocational training, social reform and social amelioration.

Shri Kidwai urged the scientists in the C.S.I.R., I.C.A.R. and I.C.M.R. to participate in this programme with their network of research stations and experimental farms. He suggested setting up of local radio stations in some rural district towns for harnessing local talents for broadcasting so as to play an effective role in the National Adult Education Programme. Shri Kidwai stressed the use of 8mm projectors for carrying the message of NAEP to rural areas.

Dr. M.S. Adiseshiah, President of the Association emphasised, in his presidential address, the necessity of forming an effective State-level Adult Education Association in Punjab to promote adult education in the State. He said that NAEP was a part of world-wide movement as many countries in the world were shifting from pilot to national programmes. He said that adult education should become a part of every day life of the common man.

Earlier, welcoming the delegates, Shri Jagjit Singh, Pro-Vice-Chancellor, Guru Nanak Dev University. Amritsar, and Chairman of the Reception Committee said that for a multi-faceted development of the community, education had to play a vital role. It was not only the need for three R's that was essential, but knowhow of agriculture, forest controls, use of fertilizers and marketing too were equally important.

Shri Jagjit Singh said that lack of education was the root cause of superstition, dirt, disease, backwardness and parochialism. Adult Education should be in tune with the needs of the people and helpful in over-coming these problems.

The Hony. General Secretary of the Association, Shri V.S. Mathur, in proposing a vote of thanks strongly urged the formation of rural organisations to safeguard the interest of the rural people. Shri Mathur said the centres for adult education should serve as community centres.

Nehru Literacy Award Presented

The 1978 Nehru Literacy Award for outstanding contribution to the cause of adult literacy and education in India was presented by Shri A.J. Kidwai to Shri G. K. Gaokar, former Social Education Officer, Bombay City Social Education Committee.

The citation for the award said that Shri Gaokar had provided dedicated and devoted services to the cause of adult education for nearly four decades. He started his career as an honorary Field Organizer in 1942 and rose to the position

of Chief Executive Officer of the Bombay City Social Education Committee.

Shri Gaokar, in his acceptance speech, said that he would continue to work for Adult Education till his last breath and appealed to his countrymen to work harder, so that the distinction between rich and poor, the literate and illiterate was completely wiped out from this country.

Opening of Exhibition

An exhibition of literature on adult education and material produced in adult education centres was opened by Shri T.S. Avinashilingam, Founder, Sri Rama Krishna Mission Vidyalaya, Coimbatore. Shri Avinashilingam said that the responsibility of NAEP was confined only to one Department of the Government in the Centre and a few voluntary organisations. But he stressed that if this was to have national impact, all departments of the Government and all voluntary organisations would have to share the work. He quoted the example of Tanzania where by law, it was the duty of all organisations to conduct classes and schools in adult education. He said that like Tanzania, every educated man and woman in India should give free service every day for eradicating illiteracy.

Groups

The delegates were divided into five groups to discuss the following five sub-themes of the conference :

Group I

NEAP and Involvement of Educational Institutions

Group II

Special Programmes for Tribals and backward sections under NEAP

Group III

Training of Adult Education Functionaries

Group IV

Material Production

Group V

Special Programmes for women

Review of Implementation of NEAP

Shri J.D. Sharma, Director, IAEA, presented a review report on the implementation of the National Adult Education Programme by the member-institutions of IAEA.

Special Address by Dr. J.D. Sethi

Dr. J.D. Sethi, Member, Planning Commission, in his special address to the Conference said that cultural communication media had, over the ages, been the most effective means of communication in this country and should be extensively utilised in the National Adult Education Programme. He pointed out that under-privileged, exploited rural women should be the focus of NAEP.

Dr. Sethi emphasised that the NAEP should be linked with the rest of the education system, so that the big flow of drop-outs from the formal education system could be stopped and this would go a long way for the success of NAEP. He said that awareness should be given highest priorty in the NAEP. Dr. Sethi said that minimum needs programme was a package programme and adult education was a part of this package and could not be taken out by anyone. But for the success of the programme, it was essential that it should be community structured. He asked the adult educators to be vigilant against those who were bound to offer resistance to this programme.

Zakir Husain Memorial Lecture

The 1979 Zakir Husain Memorial Lecture entitled "Whither the National Adult Education Programme

(NAEP) ? was delivered by Dr. (Smt) Rajammal P. Devadas, Director-Principal Sri Avinashilingam Home Science College for Women, Coimbatore.

Valedictory Address

The valedictory address of the Conference was delivered by Smt. S. Muthu, then Union Minister for Social Welfare. She said that the process of all round national development had changed the concept of adult education which was previously confined to literacy alone. The changing socio-economic scene in the country, she emphasised, demanded overall development of the human resources. She urged that special efforts should be made for adult education for women as the literacy percentage among them was much lower than men.

She said that the Central Social Welfare Ministry was trying to improve the "dismal situation" through functional literacy schemes for adult women. It was necessary to link these schemes to socio-economic programmes, to enable women to learn some skills.

Recommendations

Some of the major recommendations of the Conference were :

Since adult education is for development, all Government departments concerned with development must participate in the National Adult Education Programme, all types of schools, colleges, universities, IIT's and professional training institutions should play a role in NAEP. They should not start adult education centre as a separate activity, but always as a part of the local rural development, antodaya, food for work, applied nutrition, community health, integrated child development services etc.

Adult education and community service must be a part of the curriculum, giving both teacher and students academic

credit as the University of Madras and its affiliated colleges have accomplished. Polytechnics, Engineering Colleges, IIT's and Medical and Agriculture Colleges should apply their classroom teaching to the rural areas to solve their problems.

The materials for each adult education centres or cluster of centres need to be produced at the local level in tune with the local people's needs, culture and aspirations, and should be in the form of solution to their problem.

Every adult education centre must have a small library for keeping the materials, newsletters, radio set etc.

The Harijans, women and tribals should receive the foremost attention in the NAEP, and special programmes should be arranged for them.

Homage to Jaya Prakash Narayan

The 32nd Conference learnt with great distress about the sudden and untimely demise of Shri Jaya Prakash Narayan and passed the following resolution :

"The 32nd Conference of the Indian Adult Education Association meeting in D.A.V. College, Amritsar, on 8th October, 1979.

Having heard with profound sorrow of the death of our revered national leader and past President of the Indian Adult Education Conference, Jaya Prakash Narayan.

Expresses its feeling of unrelieved grief at this sad national event.

Recalls his valiant struggle for the freedom of the country, his unremitting services for the cause of the poor, his noble example in placing the cause of the people and the country before all other personal and political issues, his contribution to Sarvodaya, to education and to people's culture and well-being and the unity of people and country.

Records its condolence on this sad occasion to the nation and the family.

Decides to devote the efforts of its members to complete the unfinished total revolution to which Jaya Prakashji gave his life.

DECLARATION
and
RECOMMENDATIONS

We, the four hundred eighteen delegates from twenty-three States and Union Territories of India, assembled in the Thirty Second Annual Conference of the Indian Adult Education Association, held in Amritsar from October 7-9, 1979, declare:

That development is for man, of man, all of man, whole of man and is concerned with what happens to the last man. Development cannot, therefore, be adequately measured only in terms of GNP growth, but by how far the basic needs of the people for food, shelter, clothing, drinking water, health and education are being met; not in terms of per capita consumption of steel and power, but in terms of employment generation; not in terms of industrialisation or agricultural green revolution, but by how far the unequal distribution of incomes and property in society—which is the basic cause of poverty and its consequences of malnutrition, ill-health and illiteracy—are reduced. Thus in the concept of development, meeting the basic needs of the people, removal of proverty, unemployment and exploitation and more equitable distribution of wealth form the core.

Similarly, the concept of formal system of education must be replaced by a restructured educational system in which the people will have a key place. The centrality of education, particularly of adult education to development demands integration of adult education into the overall national educational system, which, in turn, must be integrated with the national development plans. Thus conceived the National Adult Education Programme (NAEP) becomes part and parcel of the minimum needs programme of the people and, therefore,

a national commitment. This commitment, the Conference hereby declares, is a mandate for all times, regardless of political changes, and should be honoured by all governments. Adult Education should be fostered as a movement to bring about the desired social changes and equality through integrated economic and social development.

For the success of the NAEP, cooperation and involvement of representative people's organisations, such as Trade Unions and Co-operatives is essential. These alone will help transform the NAEP into a really people's movement for enlightenment and progress. Furthermore, such involvement will help reach the benefits of the NAEP to the poorest strata of society. Generating awareness is one of the main planks of NAEP. It should lead the people to develop their own autonomous, independent, and self-reliant democratically-functioning organisations, which should, on the one hand, give expression to their needs, aspirations and will, on the other, become their effective instrument for ensuring distributive justice, enriching the quality of life and inculcating basic human values which are so essential for democratic progress and decency in public and private life.

The Conference declares that while there is need for much more generous and continued support by the State for the NAEP at the field-level, there is need also for greater coordination and integration of the efforts of the various agencies of the government as well as voluntary and representative organisations involved in the education of adults. Instead of creating parallel or new structures, there should be an attempt to transform the existing ones for more effective implementation of the NAEP. For example, the primary schools should become real people's centres, catering to the needs of the entire community, including children, youth, women and adults. The various agencies of the State and voluntary and representative organisations engaged in adult education should coordinate their efforts and make the school the focal point for their activities. This will help in more effective work for achieving the desired objectives and also enable the limited

resources to go much further.

Recommendations

The Conference, therefore, recommends that :

1. Since Adult Education is for development, all government departments concerned with development must participate in the NAEP. In a particular district or development block, all resources should be pooled and shared in the integrated implementation of the NAEP. The role of the Department of Information and Publicity is crucial in this endeavour. Touring teams of the All India Radio, T.V. and other audio-visual communication media agencies need to reach the villages; and villages should be enabled to disseminate their own programmes of adult education with the full involvement of the local people.

2. The three-pronged programme of the NAEP, which is simultaneously literacy-learning, occupational-skills building and creation of social and political awareness should achieve significant and practical results by equipping the poor and illiterate men and women to organise themselves to fight exploitation and protect and promote their interests and rights. This is where the educational institutions come in. All types of schools, colleges, universities, IITs, IIMs, professional training and advanced centres have a role in the NAEP. These institutions should not start adult education centres as a separate activity, but always as part of the local Rural Development, Antyodaya, Food for Work, Applied Nutrition, Community Health, Integrated Child Development Service, Rural Youth Training programmes etc.

3. Adult Education and Community Service must be part of the curriculum, giving both teachers and students academic credit, as the University of Madras and its affiliated colleges have accomplished. Polytechnics,

Engineering Colleges, IITs, and IIMs, Medical and Agricultural Colleges should apply their classroom teaching to the rural areas, to solve their problems and thus activise Extension. Universities and advanced colleges/ centres should carry out the necessary training, research and evaluation for the NAEP. These can become part of their M. Phil., Ph. D. and other research programmes. Toward these ends, the Boards of Studies should restructure and reorient their courses and list topics for research.

4. The widespread interest in adult education evinced currently by universities and colleges is most encouraging. This may turn out to be a new ferment in the system of higher education. which augurs well not only for the NAEP, but also for the system itself. The UGC and NSS have responded splendidly to the challenge posed before the system of higher education by the new strategy of RMNP and particularly the NAEP. However, the delays in release of funds by the UGC need to be looked into and procedures devised to see that the avoidable delays do not occur.

5. Adult Education Functionaries are the planners, organisers, heads and coordinators of NSS at the top, and project officers, supervisors and instructors at the individual adult education centres. The instructor may be students, school or college teachers. The content and form of their training must conform to the needs and ideas of the programme. The training centres must be selected carefully, after examining their background. It is important that all categories who need training in a particular state are sent to the same training centre or group of centres, to save resources and people's time and efforts on the one hand, and to avoid overlapping and confusion, on the other. The trainers and trainees must be oriented to NAEP in depth, so also evaluators and monitors of the programme.

6. Materials for each centre or cluster of centres need to be

produced at the local level in tune with the local people's needs, culture and aspirations. They should be in the form of solutions to their problems. The materials, produced at the other levels—central Government, state government, research centres and other specialists centres must serve as prototypes and models so that the centres in the periphery can examine the techniques of literacy, functionality, awareness, employment generation and organising people, and produce suitable materials on their own.

7. During the second year of the NAEP, for those who have completed the first phase, reading materials, charts, texts and other literature must be supplied. These must be such as to enable the new learners become eligible for entry into the formal courses at suitable points. Only then, they will be helped towards achieving equality with the elite.

8. A large proportion of materials for the neo-literates should be produced by the State Resource Centres.

9. Every Adult Education Centre must have a small library for keeping the materials, newspapers, a radio-set and so on.

10. Harijans and most bckward classes have half the literacy of the non backward classes, and tribals half of that half of the backward classes and women a further half of that small half. Hence foremost attention should be given to women, harijans and tribals, in the NAEP.

11. Special programmes for women should be planned keeping their needs and potentials in view. Because of the need to improve their earning, health, nutrition, child care, family management and status, Home Science Colleges and Departments must be utilised fully for conducting adult education for women.

12. For the tribal programmes, the volunteers should, as far as possible, be drawn from the tribal communities

and motivated to participate in the NAEP. Special efforts must be made to remove their fears, suspicions of being exploited and other hesitations. Suitable folk methods must be employed to attract and sustain their interests. Their innate qualities of honesty, integrity and simplicity must be transmitted to the younger generations, through the NAEP.

WELCOME ADDRESS

By

Jagjit Singh

It was in July 1978 when Shri P. Sabanayagam, Secretary to Government of India, Ministry of Education and Social Welfare, on behalf of the Government called upon all agencies, official and non-official to make every possible contribution to the National Adult Education Programme, to ensure that this challenging task is performed in a manner of which the whole nation can be proud of.

The Indian Adult Education Association, New Delhi has undertaken to contribute their share to meet this challenging task to whatever extent it is possible. The Conference that has been arranged by this Association in Amritsar today on an important subject "Adult Education and Development in relation to National Adult Education Programme is an effort to promote education amongst adults in literacy and various skills suited to rural population relating to the needs of different areas.

During the coming three days, i. e. 7th, 8th and 9th October very distinguished educationists from all parts of the country will be discussing the problem of Adult Education. As a matter of fact, the purpose of education is to draw out the best in a personality. The aim of education is to make further personalities. I have no intention of going into details of the purpose of education, for there are distinguished scholars present here to debate on the aims and objectives of education. I will however, say a few things on the difficulties and the modalities of Adult Education. We are all agreed that for multi-facet development of the community,

education has to play the vital role. If we take development in the narrower sense, i.e. economic development, adult education has to play a crucial role in that direction. It is not only the knowledge of the three R's that is essential, but know-how, methods of agriculture, forest control, weed control, use of fertilisers and marketing are equally important. Our countrymen living in the villages who had been denied the privilege of education either because of lack of resources, lack of educational institutions or absence of interest have to be provided with this facility. It is our social responsibility and also national responsibility, because in doing so we will not only be equipping a particular person with the necessary know-how of skill or make him literate, but will be contributing in the process of nation-building.

I find that the lack of education is the root-cause of superstition, dirt, disease, backwardness and parochialism. The adults who have already embarked upon a way of life or a mode of earning, without being equipped with the necessary knowledge, need to be taught, the ways and means to get rid of these curses.

Development has another important aspect that is political development which seeks to transform a society from subject political culture to participative political culture. Po. tical development takes place only when people are educated because education enables them to work the democratic institutions. It must be remembered that democracy is the most difficult form of Government, hence the importance of adult education.

But adult education is not an easy task. It is easier to teach young unimpressioned children than teaching the adults. From amongst these adults, there may be school drop outs as well as those who never went to school. Some of my colleagues who have had some experience of teaching adults, have told me of uphill task. You form a class of adults, say, peons of an organisation in a city or agriculturists in a village, give, them some educational aids including copies, pencils or

slates; they may be enthusiastic during the first few days but then interest flages and it is sometimes difficult to hold such classes. The result is frustation amongst those who with a desire for doing something for their uneducated fellow contrymen, embark upon this difficult task. But the difficulties are not unsurmountable. Proper handling of the adult student and careful selection of teachers could be helpful.

The Integrated Rural Development Programme or the Antyodaya Programme could be helpful in this direction. I must add a note of caution here, for, I believe that this education will have to be need-based. A particular area may have different needs. If a hackneyed programme is sought to be implemented everywhere the response would be poor and all efforts on educating the adults may flop. The material required for teaching has also to be in tune with the needs of the people. When we take up this programme special care will have to be taken of women, harijans and tribals. These are, of course, some stray thoughts. They note will come from Dr. M.S. Adiseshiah.

I take this opportunity to welcome all the distinguished educationists who have assembled here for the deliberations. I am sure their deliberations will be of much use in removing the scar of illiteracy from the fair face of our country.

I thank you Shri Kidwai for agreeing to deliver the inaugural address this morning which I am sure will be very enli ghtening for all of us. I welcome you again on behalf of the citizens of Amritsar and request you to inaugurate the conference.

INAUGURAL ADDRESS

By

A. J. Kidwai

It is an honour for me to inaugurate this 32nd All India Adult Education Conference. It is higly gratifying to spend this morning with so many dedicated leaders of the Adult Education movement which is engaged in jolting the masses of this country out of their backwardness, ignorance and superstition. Above all it is a privilege to share this dais with a person of Dr. Adiseshiah's national and international distinction in the field of education.

But I must say that this is an under-served preferment. I have been no educator to children or adults. My involvement in education and science has been mainly that of administrator from a far, and the closest I have got to the actual teaching and learning scene is only now as Vice-Chancellor of Jamia Millia. There were, therefore, worthier persons than me to inaugurate this conference. But probably, through me, you have wanted to honour the great past of the Jamia as the standard bearer of adult literacy in the days when there were so few active in this field. That is a past truly worth honouring. It is an inspiring story of dedicated men working on a pittance but covering Delhi with a net-work of adult literacy centres and pouring out a stream of literature for semi-literate adults which still remains an unused treasure for the Adult Education movement today. In appearance, they were simple traditional Muslims, but looking at the literature for newly literate adults they have left behind, I marvel at the catholicity of their outlook, the breadth of their cultural sympathies, their passion for national integration and the versatility of their interests. The literature they produced covered saints both Hindu and Muslim, religions, both Hindu and Muslim poets and writers, both Hindu and Muslim

There are simple written booklets on science and agriculture, crafts, health and hygiene and a variety of themes, stimulating both curiosity and sense of wonder of the newly literate adults, as well as catering to their daily problems. That great work folded as these pioneers of the adult literacy died or faded away, the department of Talim-o-Traqqi which they had so gloriously manned was itself closed down. That was before I come to Jamia. Our renewed effort will have to take the expanded form the NAEP has given to it. But even in this effort the literature they have left behind will be an invaluable resource material.

Coming to the main theme of the Conference, there has been a tremendous influx of new ideas into the NAEP which have expanded the earlier adult literacy campaigns into a multi-pronged attack against our backwardness, poverty and ignorance itself. It is now recognised on all hands that no great breakthrough is possible on the narrow front of adult literacy, that the campaign against illiteracy should be part of a larger developmental effort in the field of agriculture, industry, health and hygiene, family planning, vocational training, social reform and social amelioration, that it should be a well orchestrated drive of all Government and voluntray agencies working in the field of development assisted by all the media of communication available in our countryside from folk forms to the modern mass media.

It seems to me that this Conference has to worry not so much about theory as practice, more about what is happening on the ground than in the realm of concepts. The proof of this pudding must henceforth lie in the eating. Are the various agencies really getting together at the village level, pooling their resources and personnel in this campaign ? Is our large educational and scientific sector playing its full part ? Are the public sector organisations really putting their shoulder to this wheel of the adult education effort. What about our private sector which is today run as much from public money from nationalized Banks as the public sector ?

We read in the Ministry of Education's survey on the 1st year of the National Adult Education Programme that involvement of universities and colleges in the programme is now a nation wide phenomena, that 49 universities and 515 colleges have been sanctioned funds by the U.G.C. for running adult education centres but in fact actual involvement has gone even beyond that number and now 80 universities and 2000 colleges have decided to participate in the NAEP. These are heartening figures to read but from the little experience I have had of the self-centredness of our academic communities in the present day I cannot readily accept this statistical story of hope. The NAEP has very rightly made monitoring and evaluation an essential part of their programme. It is necessary that this torch of monitoring and evaluation is focussed sectorwise, in order to know what is really happenning on the ground. I wonder if this has been focussed on the higher education sector as a whole.

Our vast educational sector from university to village school is best placed to play its fullest part in the programme. It has buildings and personnel in all disciplines from the Arts to Natural and Social Sciences and Engineering. The buildings remain unused for part of the day and the whole evening and the personnel has plenty of leisure, as their working hours are far less than obtain in any other sector of employment in Government or industry. If each of them were only to stretch themselves a little, the educational sector can put up a far bigger effort on behalf of the NAEP than it is putting up now. The Government has been rightly offering modest financial incentives to participation in the programme. These incentives are not likely to be substantially increased because Rs. 6500 million were needed by the NAEP for the sixth plan period, while it has got only 2000 million rupees In this situation we must think of a mixed package of incentives to participation and deterrents to non participation. The justification for such deterrents is obvious. We have been educated by the money of the tax payer. We are paid by him in

our leisure-full jobs which we hold now. We get long paid vacations in these jobs. We must return at least in kind the debt that we owe to the people. Everyone from Professor in the city to the school teacher in the village must repay this debt. After all we put up with some compulsions in war. The Adult Education campaign is war against backwardness. Probably, in the educational sector run directly by Government, such deterrents are easy to devise and implement. But University administrations run by self-centred democracies lack the clout. This the U.G.C. must provide. The deterrents can take the form of stoppage of normal increments for failure to participate and participation in the programme as an essential condition for promotion to the higher grade or successful termination of probation.

The same deterrents must be applied to scientists in the CSIR, ICAR, and ICMR. Nearly four or five years ago, the CSIR had announced with considerable fanfare that each of their laboratories was going to adopt a village for development. Some inauguration ceremonies in various parts of the country followed. It will be interesting to know what is the progress of that project on the ground, what the laboratories are doing with their adopted children, and whether adult literacy is also in-built in these programmes. To this I would invite the attention of the Monitoring and Evaluation agencies of the NAEP. The ICAR and the State Agriculture Departments are even better placed for participation with their net-work of research stations and experimental farms in the countryside, as well as their large forces of extension workers. Around these nuclei, they have only to build the component of adult literacy and social welfare to form dynamic centres for the campaign.

The role of public sector undertakings in the campaign envisaged in the Ministry of Education's pamphlet is also very sound. But phrases like "A consensus is now emerging among the Ministries of the Central Government" or "Arrangement which is acquiring acceptability" still leave us in uncertainty. There should be a firmer determination on the part of the

Central Ministries to impose the adult education obligation on public sector undertakings, whether on-going or projected. This should be in-built in their company charters, in contracts of service given to their managers and engineers, administrators and welfare labour workers. Simlarly for private sector undertakings, there should be both tax incentives and deterrents to make them accept the NAEP obligation. These incentives and deterrents should also be in built in the loan policy of the nationalised banks towards private sector undertakings.

About the work of the voluntary agencies I know very little. But it is right that their grants from the Ministry of Education have been substantially increased. It is right also that certain categories of organisations, like political parties, cultural, religious, youth and trade union organisations have been excluded from financial assistance under this scheme. But two further precautions need to be taken. First there is a tendency on the part of political organisations to form seemingly innocent and innocuous front organisations to infiltrate into the campaign and use it for extending their political influence or grinding their communal axes. Both the NAEP and the Indian Adult Education Association must be on guard against infiltration of such tendentious elements. It is only right that state funds are expended only on those organisations which conform to the fundamental principles of our Constitution and our avowed commitment to democracy, secularism and social justice. Governments by whom these funds are administered today are not only party Governments but also tend to be clandestinely partisan. It is the task of the monitoring and evaluation agencies of the NAEP to expose the existence of such voluntary agencies which are culturally chauvinistic and obscurantist in their basic inspiration and political connections.

There is probably one deficiency in most voluntary societies. They had been predominently manned by adult literacy workers. Now that the aims of the campaign have broadened to cover the whole area of development, they must take steps to make their own ranks multi-disciplinary—invite

into their ranks natural and social scientists, engineers etc. and those who are willing to take their knowledge and know how to the market place.

I wish to say a word about the mass media. Among the mass media the radio is the cheapest vehicle of mass communication both at the transmitting and receiving ends. It has the widest coverage in the country and the greatest potential as an instrument of social and economic change. According to various feed back studies—its farm programmes have been effective in stimulating agricultural improvements in centres where other inputs have been simultaneously provided by organisations on the ground. But rural broadcasting from radio stations is far too fragmented and generalised and too short in duration to be able to cater to problems and difficulties of local interest. The radio also has not been able to organise sufficiently a two-way traffic between broadcasters and their audiences. These limitations are inherent in the present organisation of the radio net-work. Radio stations are situated in large towns and much of their broadcasting time and programmes are taken up with the interests of the middle class in the towns. There are only small chunks of broadcast time available for rural broadcasting. Their broadcasting style and content corresponds to provincial newspapers. The answer lies in the setting up of local stations with one kilowatt transmitters in our semi-rural district towns. Their style should be that of local newspapers serving a readership mainly rural. It is only then that the radio will be able to cover our rural areas and their interests effectively, harness local talent to broadcasting and play an effective part in the National Adult Education Programme. I have seen these local stations operate in small towns in Britain. They are a tremendously dynamic force in the life of the surrounding area, knitting the community together by a two-way traffic of news and views, stimulating and harnessing local talent for both entertainment and instruction.

The next most relevant media for the NAEP is the film.

But unfortunately since the inception of the film as an aid to the developmental effort, documentary production of the country has been hooked on 35 mm. This means a jeep to carry the heavy projector and generator from place to place and at least three persons to man each exhibition unit. The advent of the super 8 mm projecter which is now being manufactured in this country has opened up the possibilities of greater and cheaper mobility for documentaries and films. But this requires an urgent and concentrated effort to reduce the vast accumulations of the films in 35 mm in the Film Division to 8 mm. The technology for such reduction is now available in the country. If that is done, all that we would need would be a motor cycle or cycle-borne projector only a little heavier than a type-writer being carried from place to place by just one operator or organiser. He can form part of any NAEP programme unit or team I hope the Information and Broadcasting Ministry are attending to this urgent switch-over from 35 mm to 8 mm production.

The Information and Broadcasting Ministry has also other outfits which could be functionally at least, integrated with the NAEP. It has the Song and Drama Division with permanently employed theatrical troupes in various parts of the country. In addition to these standing troupes of performers the Division disburses large funds for hiring of local troupe, for song, dance or drama performances. This activity suitably expanded and financed should form an integral part of the NAEP which is now serving the mission of Central Ministries engaged in development.

The Publication Division of the Information and Broadcasting Ministry which also disposes large funds has become largely irrelevant to the needs of both the Government and the Urban intelligentsia. There are publishing houses galore in urban centres which cover the entire field of publication which Publication Division has done so far. Besides, Government enjoys the willing cooperation of newspapers and commands the resources of the mass media for developmental publicity in the urban areas. It does not, therefore, need a

a large and expensive facility which duplicates the work of the other publishing houses. The work of the Division could well be switched over to an area in which it can play a unique and urgently needed resource role, namely production of literature for neo-literates and semi-literates in various languages and dialects. But I am sorry to say that organisations in Government tend to perpetuate themselves long after they have exhausted the role for which they were founded and for each new activity Government are forced to create a brand new agency or organisation.

In money terms, the NAEP may not be able to get much more than now than its present allocation of Rs. 200 crores for its purposes. But in real terms, there are still vast resources in men and material in Government, in public and private sector capable of being mobilised in the service of the NAEP. Unaware or indifferent to the idea of their complementarity to each other, many organisations are ploughing their own furrows. If they are even functionally coordinated with the Adult Education Programme, the total real investment in the programme will be far greater than it is now.

In order to mobilise these resources, the Government should not only think of money incentives but realistically devised compulsion. I am posing this unpleasant alternative, because the days when Gandhiji could make highly educated members of our intelligentsia sqat on the floor and spin in a gesture of identification with the common people are gone and their is no such spiritual compulsion in our national environment now. The Cultural Revolution in China no doubt ran into excesses but Mao had the same fundamental aims as Gandhiji—namely to compel the educated classes to take their knowledge to the market place, the factory and the field and thereby to repay their debt to the toilers whose taxes and toil have sustained them in their present standards of comfort and security.

ADULT EDUCATION DEVELOPMENT AND THE NAEP

By

Malcolm S. Adiseshiah

Let us start the other way round and ask ourselves : What is Development ? Till recently, Development was defined as the economic growth of a country, and economic growth was, in turn, defined and measured by the annual percentage points by which a country's National Income (GNP) grows. So the agreed aim was to secure a 5 or 6 per cent growth of GNP, which was the main objective of our first four plans and of the First and Second United Nations Development Decades (of the sixties and seventies). But then it was found that a GNP growth of 3-4 per cent for India over 30 years saw at the same time that the rich minority of large land owners and industrialists in the country become richer, and the poor 60 per cent majority of small and marginal farmers, landless labourers and urban poor became poorer. Unemployment was increasing even as GNP growth was rising. This could not be Development. It looked more like mal-development. And so Development has now been defined not in terms of GNP, but in terms of people, not in terms of GNP growth, but in terms of how far the basic needs of the people for food, housing, drinking water, health and education are being met, not in terms of per capita steel or power consumption but in terms of employment generation, and not in terms of industrialisation or the green revolution but in terms of how far the unequal distribution of incomes and property in society, which is the basic cause of poverty and its accompaniments of malnutrition, ill health and illiteracy, are reduced. Thus in the concept of Development, GNP has been dethroned and replaced by People—meeting their demands for equality and removal of poverty and

unemployment.

Now when we turn to the concept of Adult Education, we see a similar revolutionary change. Complementary to the centrality of GNP growth in the earlier definition of Development, education was defined as going to school, college and university. The same small minority who are the rich and well-to-do group took the fullest advantage of the formal education system and used its diplomas and degrees to occupy and pass on from father to son all the well-paid occupations in the economy. Field studies in our country show that 80 per cent of school and college completers come from the top 20 per cent of our society and that over 90 per cent high or medium salaried jobs in the organised sector and services are monopolised by them. Education has thus come to embody two basic features. First, it has execluded from its purview the majority of people, the 70 per cent adult illiterate and 60 per cent school dropouts before class V. This is the same group as the majority poverty sector referred to earlier. Second, the content of the education system, in so far as it has revelance at the higher levels, is urban—industry oriented to ensure the learning of skills that the organised sector needed, and so was irrelevant to the learning needs of the poor agricultural rural and urban people. And so the question is being posed whether similar to the dethronement of GNP in the concept of Development, there should be a dethronement of the formal system of education in our National system of learning, giving it a subordinate place in a restructured educational system in which Adult Education, which is education of the people, would have a key place.

NAEP and Educational Institutions

The National Adult Education Programme is conceptually a move in this double-dethronement direction. It is based on a proven international finding that a minimum threshold of people's literacy (somewhat around 50 to 60 per cent) is a necessary condition for People's Development. It translates this finding into a three-pronged programme which is simul-

taneously literacy-learning, occupational skill-building and social and political awareness-rousing among the illiterate people. It warns that literacy-learning alone has been tried in the past and has failed because it does not meet people's need to improve their status. It also warns that occupation building *per se* will continue to keep the poor people poor as we see when the only activity is teaching illiterate women sewing and illiterate man basket making. Conceptually, NAEP calls for the poor illiterate men and women organising themselves to fight against their exploitation and for their rights, in which context literacy learning and skill-building take on significant and practical meaning. And this is where educational institutions come in. The institutions in question are voluntary agencies (which are all peopled and run by the educated), all types of schools, colleges, universites, IITs, IIMs, and even the Advanced Centre in Simla. What can they do ?

First, the voluntary agencies can operate NAEP in their villages and towns with skill and devotion as the agencies in Gujarat and Maharashtra in particular are doing. It is true that in these two states the State Governments are fully backing the agencies, but we need to devise means of operating this revolutionary massive programme even in the face of State Government coolness and sometimes opposition. We should work among the people (and that does not cost money) and we can raise some money from the public, when it comes to material production and occupational tools. We should, of course, continue to exert pressure on state governments which are cool or opposed to voluntary agencies, but we should also demonstrate our devotion and ability by operating the programme in the face of their attitude. Second, the three-faceted concept of Adult Education in NAEP does not mean that all adult education centres run by voluntary agencies should be uniform on all three aspects—literacy, occupational skills and social awareness. But all of them should be uniform in one end—the purpose of the three facets which is to raise the consciousness of the people to their condition, so that the people will make the programme their own. The

danger is that even successful adult education centres operated by voluntary agencies— as shown in the quick appraisal of the spectacular Gujarat programme—are tending to slide into becoming a mere literacy *per se* activity and that does not raise people's living levels. One way of overcomming this danger is to start an adult education centre not with literacy classes but with what the local villagers want, such as helping them to register for house-sites as provided by the law, or in the distribution of surplus land, or in a drinking water well or a cooperative for marketing their produce or buying their inputs, or in helping them to obtain the legislated minimum wages. This could be done in an organised way, if the adult education centre is made part of the local Integrated Rural Development programme or the Antyodaya programme, or the Food for Work programme, or the Community Health Worker programme, or the newly started Rural Youth Training programme. This might also partly solve the problem of finance and the State Government's coolness to voluntary agencies. Is there agreement that a voluntary agency including Nehru Yuvak Kendras, should never start an adult education centre as a separate activity but always as part of one of these programmes into which all three facets can be built ?

Second, NAEP provides educational institution with a unique opportunity to participate in this national effort. All that was said above about the voluntary agencies applies to participation by higher secondary schools, colleges and universities. In addition, there are three special problems that they face. First, in the case of the general higher secondary school and arts and science colleges and universities: how can students and teachers who are preparing to pass their examinations (today that is their main purpose) and who are on 2-3 months holidays find time for running Adult Education centres continuously ? The only way this can be done is by making adult education and community service part of the curriculum and by giving both teachers and students academic credit for it as Madras University and its 120 colleges have done. Minimally it can be made a compulsory part

of the time-table, as Gujarat Vidyapith has done. In all universities and colleges, NSS has pioneered the way of running Adult Education centres. Second, polytechnics, engineering colleges, IITs, IIMs, and Medical colleges should make application of their classroom learning to the rural countryside to solve its problems of agricultural engineering and community and primary health care, similar to rural extension service which is part of the curricula of our agricultural universities. Third, universities and some of the more developed colleges should do the research and evaluation for this programme which is urgently needed, and which they, with their natural sciences, medical sciences, engineering sciences and social sciences departments can do and can make these even part of their M. Phil and Ph. D. programmes. What are the main areas that need investigation, research and evaluation ? These may be discussed and listed.

Training Adult Education Functionaries

Adult Education functionaries represent a wide spectrum. There is the organiser and planner who heads the voluntary agency, government department of adult education, and university and college programmes, including the NSS coordinator. Then there are project officers of the agencies and educational institutions and the directors of Nehru Yuvak Kendras. Finally there are the actual adult education centre instructors who could be a village school teacher, or village matriculate, or college or university student or teacher. What are the kind of seminars, orientation courses, training and domonstration programmes that should be organised for these various groups of functionaries ? Who should organise them ? How are they to be financed ? What should be their length ? A number of booklets have been published by universities and by NSS on these questions. These should be reviewed and discussed. Perhaps the crucial question is the content of these training forums ranging from seminars to training courses. What is the form of training content that will ensure that every one from the planner and organiser to the actual instructor is not engaged in a separate literacy *per se*

programme but is part of a wider local programme into which literacy, occupational skills and social awareness organisation are built ? Some of the training programmes such as those of Seva Mandir in Rajasthan, the Tamil Nadu Board of Continuing Education, and programmes in Ranchi and Maharashtra are aiming at this difficult task. They may be discussed and the lessons from them drawn.

Material Production

There are two problems in regard to materials production. First, the material for each village centre must be the outcome of the local people's needs and solutions to them as they see them. This means there should not be any all India adult education material produced by IAEA or the Ministry of Education. Even the materials produced by the State Rsource Centre in each state, which is based on a good deal of study and investigation, should not be treated as actual learning materia for all village centres. They are prototypes and models from which the techniques of literacy learning, its functionality to local employment prospects and the imperatives of organising the people should be studied and used to produce the material for each village centre. At the basic level of illiteracy, this applies even to such so called universalistic learnings as arithmetic and natural sciences. This is a tough requirement, but if adult aducation is built into a local IRD or Antoyodaya programme as it must, the material should be produced locally. The second problem is making available material for the new literates.

Now that many agencies have completed the first cycle of the Adult Education Programme, if the new literates are not to lapse into illiteracy, they must be provided with reading materials, through wall charts, radio, and TV classess, simple texts both popular and technical. Now in the second year of NAEP, the State Resource Centres should spend 50 per cent of their time on producing materials for neo-literates which can be on a State or in a some cases even on an all India basis allowing for the language problem, which can be met by translation. Also each adult education centre should set

up a small library which may be no more than a wooden box for keeping texts, a wall for the newspaper and a radio set for community listening and discussion.

Special Programmes

Within the national scandal of our illiteracy, statistics tell us that that Harjans and backward classes have half the literacy of the non-backward classes, tribals have half of that half of literacy, and women among them a further half of that small half. Hence the first intergrated adult education programmes should be for women, Harijans and tribals. Here a number of questions arise. How are women to be served, starting with helping them to discover their status vis-a-vis men, with or without the consent of their men folk ? Should women's programmes be planned and run by women ? What sort of future women are we training for ? Is status, earning, health and nutrition, which the integrated child and maternity welfare plus family planning programmes and those of Mahila Mandals embody, the base on which the programme should be built ? Given the comparative neglect of women in the first year, should the second year concentrate on education of women ? On the Harijan programme, adult education must be made part of the priority Harijan welfare programme. Here the increasing persecution, atrocities and oppression of Harijans is related to their increasing consciousness of their status and the fight for their rights. Adult Education should build literacy and occupational skills into this increasingly militant movement and we—adult educators —should identify ourselves with this movement at some cost to our comfort and safety. With regard to tribals, adult education centres need to concentrate in their areas, particularly in Orissa, Madhya Predesh, Gujarat, Bihar, and other states, where they are a poor and oppressed but sizable group. Here adult education while being part of the tribal development plan and activities, needs to conserve and transmit to the younger generation of tribals the honesty, integrity and simplicity of the tribals of the older generation. I recall the

question put to me by the State Director of Tribals Welfare: What is education bringing to the poor but innocent, honest and unselfish tribal people ? All that I see is that after education, he learns our dishonesty, selfishness and corrupt ways." This is anti-adult education and that is a challenge that we must answer.

GROUP REPORTS

Group I		
Chairman	:	Dr. D. Subba Rao
Rapporteur	:	Fr. S. J. Rajanayagam
Group II		
Chairman	:	Shri Y. Shukla
Rapporteur	:	Shri C. R. Bhatt
Group III		
Chairman	:	Dr. Salamatullah
Rapporteur	:	Dr. (Smt) S. B. Nayar
Group IV		
Chairman	:	Shri B. B. Mohanty
Rapporteur	:	Miss S. K. Kapoor
Group V		
Chairman	:	Dr. (Miss) Malati Chakraborty
Rapporteur	:	Smt. Krishna Aggarwal

GROUP I

Theme : N.A.E.P. and Involvement of Educational Institutions :

1. The group noted with satisfaction the involvement of universities and colleges in the programme. It was, however, of the view that a much larger number of institutions, such as universities, colleges, IIT's', Institutes of Medical Sciences, Agricultural Universities, Institutes of Management and Higher Secondary Schools should be involved. Special attention needs to be paid to women's colleges and educational institutions, in the backward areas of the country, as also to special programmes for women, Scheduled Castes, Scheduled Tribes and other weaker sections of the society.

2. Pockets with a literacy level of less than 10% both for males and females, should be identified and very instensive work started in these areas with the help of colleges and schools.

3. In a compact area, ordinarily the neighbourhood approach should be adopted and the programmes should continue for a period of three to five years, giving the institutions the opportunity to ensure continuity and follow-up activities and to establish social relationships.

4. Steps should be taken by the UGC, the Association of Indian Universities and the Indian University Association for Continuing Education to prepare guidelines for follow-up programmes, to review the

ongoing programmes and to help to remove difficulties in implementation. Regional workshops may be organised for the purpose.

5. Undue delays in the appointment of various categories of staff in the Adult Education Departments of various universities seem to be hampering the speed and smooth functioning of the programmes. Such appointments should be expedited.

6. Universities must assume responsibility for Adult Education and extension and give it the same status as to teaching and research. Extension should, in fact, become an integral part of the functioning of the universities, colleges and should be linked to the university curriculum. Specific guidelines for the linking process should also be provided by the UGC.

7. Extension should be considered a part of the workload of university and college teachers. Incentives and recognition should be given to those who participate in extension work.

8. Just as guidelines have been provided for the organisation of Adult Education Centres by the UGC (these need to be revised and made more realistic and broadbased), guidance should also be provided for determining priority areas of research in Adult Education.

9. Programmes for the orientation of the Principals of colleges and other institutions should also be organised on a priority basis.

10. The teachers in the departments/centres of Continuing/Adult Education and extensions should be given designations and scales of pay comparable to the staff of other departments in the universities.

11 Adult Education (theory and practice) should be included as a compulsory subject in teacher-training courses.

12. Teachers, supervisors and instructors participating in the programme should be given an opportunity to visit places in other parts of the country that are doing good work in this area.

13. The programme should be linked up with the development programmes of the region. Each State Government should bring out a brochure to indicate the details of the development programmes of the region for use and information of the agencies implementing the NAEP. Recommendations of seminars and workshops on the subject should also be made available to them.

14. Teachers should be motivated to offer extension lectures in rural areas. All competent and interested persons should be involved on a voluntary basis.

15. There should be full co-operation and co-ordination between universities, colleges, the State Resource Centres, State Directorate of Adult Education and voluntary agencies at the State/District/Block/village level.

16. Educational institutions should be represented in the State Boards of Adult Education.

17. A Committee of Vice-Chancellors should be formed to discuss implementation of the programmes and share the experiences. At least four meetings a year should be arranged for the purpose.

18. The State Resource Centres and other agencies should be requested to expedite the preparation and supply of the teaching and learning material. Every

university and college should, in course of time become a resourse base and, if need be, produce its own materials and organise its own training programme.

19. Efforts should be made to promote the involvement of the mass media, namely Radio, Television, Film, Newspapers etc. in organising effective programmes of adult education. The Directorate of Adult Education, Indian Adult Education Association and Indian University Association for Continuing Education should also give special coverage to the programmes run by educational institutions and disseminate the feed-back to the functionaries.

20. Certain percentage of grants given by the Central and the State Governments to educational institutions should be utilised for establishing special sections on adult education in the university and college libraries.

Group II

Theme : **Special Programme for Tribal and other Backward Sections :**

1. The tribal people are exploited in a variety of ways by money-lenders, traders, landlords, officials and hard-hearted corrupt agents in the employ of the exploiters. This has instilled fear and distrust in their mind to such an extent that they look upon every outsider as a potential exploiter. Also there is a strong we-feeling among the tribals generated by a long tradition of isolated existence in deep forests or hilly areas. They look quite differently at things valued by their civilized neighbours. The adult educator needs great patience to win their confidence. They need to be convinced of the advantages of involving themselves in the learning processes. Bridges of understanding have to be built

by joyous mixing on their own terms and through participation in folk dances, songs, dramas and other forms of festive entertainment. Functionality and awareness is possible in persuading them to learn skills that would yield additional income and liberate them from usury, cheating and exploitation.

2. The adult educator has also to be equipped to meet subtle and open resistance from the exploiting class. In this, he should have the full support of his colleagues in the hierarchy.

3. Instruction should be imparted in the script utilised by the regional language. At the same time, new words for reading and writing as well as explanatory terms employed in the class situation should be copiously drawn from the dialect. However, the structural relationship of the words and the structure of the language itself should be based on the regional language so that it becomes easy for the neo-literate to cope up with the demands of his post-literacy efforts.

4. There should be separate primers for the tribal communities, reflecting their ecological set-up. These should be adequately illustrated and should contain nothing that is likely to injure their susceptiblities.

5. The instructor should find out his points of contact with the elders and effective tribesman in first instance and help them in the formation of village councils, mahila mandals and youth organisations, with a view to motivate the learners, as also find out resources for their economic well-being.

6. The instructor should be recruited, as far as possible, from the tribesman themselves and failing that,

suitably qualified instructors that could inspire confidence in the learners may be drawn from outside. However, local workers to aid the instructor from outside should be trained for the purpose.. Some special and compensatory amenities may be permited to these instructors.

7. All developmental agencies should come to the aid of this special instructional programme, in a well coordinated manner.

8. Only those officers should be selected for the tribal areas whose back-ground and social and personal attitudes are suited to the development of the area. They should no longer be symbols of oppression and exploitation.

9. Similarly the tribals should be gently made aware of their socio-economic plight and should be encouraged to resist the indignities heaped upon them.

10. The government should see that there is no delay in making grant money available to centres in tribal and other backward areas. It should be the prime concern of the authorities to see that the work in these difficult areas is not held up for want of funds.

11. The multi-media principle should be usefully implemented to motivate the learners. There ought to be other forms of encouragement also for the successful completion of the learning programme.

12. Health and hygiene should be given top priority.

Group III

Theme : **Training of Adult Education Functionaries :**

1. Training arrangements should be, as far as possible, decentralised, particularly in regard to instruction. This may be done through the proposed District

Resource Units, when they come into being. The training programme for different categories of adult education functionaries should be linked together, in order to create a common out-look among them.

2. In the training programmes, all the development department and agencies should be involved both in terms of expertise and facilities, in order to make the training effective and comprehensive.

3. There is need for developing materials particularly for enhancing the social awareness component of NAEP for the training programmes. This should be strengthened through the production of periodical literature on the subject.

4. Training programmes should invariably include field-visits, demonstrations and practical work in order to give to the trainees a clear concept of the functionality component of the programme.

5. So far as the training of university and college students is concerned much will depend on the incentives possible in this regard. One such incentive could be to make adult education activity a part of the curriculum. This may be in the form of term papers, dissertations, survey reports on problems concerning adult education or actual participation in adult education work in the neighbourhood, as is already in practice at the university of Madras.

6. Wherever the facilities or expertise for training of adult education functionaries have been created, the information regarding these should be widely disseminated to ensure their fullest utilisation. Overlapping in this regard should be avoided, as far as possible.

Group IV

Theme : Material Production :

1. Materials are aids to establish and sustain organised communication. They can be classified as follows :
   (a) Basic Materials such as primers, charts, work-books, etc.
   (b) Supplementary reading materials and other associated materials.
   (c) Continuing education materials.
   (d) Instructional and reference materials.
   (e) Materials for monitoring and evaluation.
   (f) Other audio-visual media and materials.

2. In reviewing the present situation, the following agencies engaged in materials production may be identified :
   (a) Voluntary organisations.
   (b) Development Departments.
   (c) National Resource Centre and the State Resource Centres.
   (d) NCERT/SCERTs.
   (e) Publishers of traditional literature.
   (f) Economic institutions.
   (g) Corporations such as the Cooperatives and Private Firms.
   (h) Autonomous Boards like the Central Board of Adult Education.

3. Materials should be produced by an inter-disciplinary team and equal emphasis should be laid on the literacy, functionality and awareness components of the NAEP.

4. Mother tongue should be used with a built-in provision for switching over to the State/Regional language. When the mother tongue is different, a series of bridge materials should be prepared carefully. Problems and needs of the learner and relevance to the socio-cultural milieu should form the basis.

5. Some materials are already available in various Indian Languages and urgent need of the hour is to compile an annotated bibliography of the same. The National Resource Centre and the State Resource Centres should undertake this job on a priority basis.

6. In the area of material production, voluntary organisations, Development Departments and National and State Resource Centres should be able to play their role more effectively. Competent personnel should be trained in various pedagogic and operational aspects of material production. Prototypes of all materials should be tested in the field, before mass production.

7. Adult Education Association and the Directorate of Adult Education should select a few books for continuing education which could be adapted/translated into various Indian languages. Materials production for the first stage of ten months of adult education programmes should be decentralised as far as possible.

8. Urgent attention should be paid to post-literacy and continuing education materials. Writers' Workshops, with specific objectives, specific themes and specific group of participants should be organised.

9. Various models suggested by the National Board of Adult Education's Committee on post-literacy and follow-up, should be tried in the field, so that

they could be adopted, with modifications, where necessary.

10. In the context of the need for continuing education material, wall-newspapers, wall-posters, and do-it-yourself materials, integrated library service should be developed speedily.

11. A nominee of the State Board of Adult Education should be a member of the Programme Advisory Committee for Adult Education, both in Akashvani and Doordarshan. More air-time should be allotted in various chunks both in radio and T.V. to NAEP.

12. The concerned Programme Producers should be exposed to orientation programmes in adult education, to make them more sensitive to issues and problems.

13. Radio sets should be provided in the adult education centres, specially through voluntary effort.

14. Folk drama groups should be identified and trained by the SRCs or other agencies so that they perform dramas on developmental themes in rural areas with financial assistance from the State Departments of Information or Culture.

15. A concerted effort should be made to involve the industrial and commercial houses, such as the agricultural in-put manufacturers, manufacturers of food items, drug firms, financing concerns, etc., in sponsoring suitable programmes both in commercial radio and T.V. so that programmes produced with the methods and techniques of adult education become educative and meaningful to both the rural and urban masses.

16. The Group endorsed the recommendation of the Verghese Committee on Autonomy for Akashwani and Doordarshan and emphasised the need for having Frequency Modulated Franchise Radio Stations all over the country, so that educational broadcasts are planned and produced at the local level by the local talent

Group V

Theme: **Special Programmes for Women :**

1. Equal number of centres should be created for men and women and a class should be allowed to start even if the participants are less than 30.

2. To bridge the gap between the literacy rate of men and women, a complete year should be devoted to the women through an exclusive programme "NAEP for Women".

3. Age should not be a barrier for attending an adult class.

4. Adult classes for women should be functional with vocational orientation based on their specific needs.

5. Curriculum for women should include child care, population education, health and sanitation, foods, nutrition, home management, etc., and management of their occupational responsibilities.

6. Woman should be encouraged to develop potential and use it for the good of herself, her society and her country.

7. The NAEP programme for women should be production oriented, so that they are able to earn money for their families.

8. Women should be made aware of opportunities of employment of higher categories and ways and means of getting them.

9. Facilities (through educational process) for self-employment should be given. Bank loans should be given to those women who would like to improve their own houses.

10. Arrangement for baby sitter or creche should be made for the working mothers, with the help of other agencies.

11. Training of women teachers for NAEP programmes should be interdisciplinary in nature. A special allowance should be given to these teachers.

12. N.S.S. girls should be involved more in teaching women rather in constructing roads and walls.

13. Follow-up programme of women should be a continuous process and women after completion of 10 months should have an opportunity to go for higher learning.

14. Special marketing bureau with the cooperation of other agencies should be set up to sell off the products produced in women's adult education centres.

15. Special grants should be considered for carrying out women's education programmes by the Ministry.

16. Leadership training should be imparted to women so that they can form women's voluntary agencies in the village for the continuation of literacy programmes.

17. The Central Social Welfare Board should be requested to start their condensed courses where there

are Adult Education classes and vice-versa, so that the continuity of learning is maintained.

18. Mobile libraries or central library facilities should be provided to the neo-literates.

19. Local radios and T.V. should be approached to have special programmes for women.

20. Home science students should be encouraged to take up adult education programmes for women.

VALEDICTORY ADDRESS

By

Smt. S. Muthu

It is a matter of great pleasure and privilege that I have been given this opportunity today to deliver the valedictory on the occasion of the conclusion of 32nd All India Adult Education Conference, and share your thoughts on the noble cause of adult education development.

As you are aware, the National Adult Education Programme was formally inaugurated on 2nd October, 1978, i e. birth day of the Father of the Nation, Mahatma Gandhi, who said in 1943 itself that, "For the poor, education means food and clothing". He taught us that it is only education with which man can develop his potentiality, and use his potentiality not only for his personal well being, but also for the welfare of the nation. That is how Mahatma Gandhi taught us the great lesson that education to be meaningful must be correlated with the living and working conditions of rural masses.

To emphasise the importance of education, the Great Tamil poet, Thiruvalluvar, said that "the eyes of the educated are the real eyes, whereas the eyes of the illiterates are not eyes but only sores".

The process of all-round National Development in India has changed the concept of adult education significantly. It is no longer confined to traditional literacy, providing skill in 3 R's alone. The changing socio-economic scene in the country demands over-all development of the human resources. While determined efforts are being made to universalise elementary education upto the age of 14 years, educational facilities are being extended to adult population, to remedy its educational deprivation and to enable it to develop its potenti-

ality. Thus the Government have resolved to wage a clearly-conceived, well-planned and relentless struggle against illiteracy, to enable the masses to play an active role in social and cultural change. Literacy is now being recognised as part of an individual's personality. The National Adult Education Programme, formally launched on 2nd October, 1978, aims at providing adult education facilities to cover about 100 million illiterate persons in the age group of 15-35, within the period 1978-79 to 1983-84. The major objective of the programme is to develop the country's human resources in this vital age-group and enable the vast majority of illiterate persons to practicipate effectively in the process of National Development. The programme, besides providing basic numeracy and literacy skills, also aims at upgrading the functional skills and creating social awareness amongst the illiterate masses.

To advise the Government in the formulation of policies concerning adult education and for better coordination and implementation of the programme, a National Board of Adult Education has been set up at the Central level and steps are being taken to establish State Boards of Adult Education at the State levels. Suitable agencies are also being created at the District levels for coordination and for involvement of various agencies, including voluntary organisations, in the programme.

It has been realised that in addition to organising a massive programme for adult illiterates, it is necessary to provide special programmes for special groups based on their special needs. For example, programmes are needed for

– the rural youth to train them in the scientific methods suited for small scale production, both in agriculture and industry, and in rural leadership;

—urban workers to improve their skills, to prepare them for securing their rightful claims and for participation in management;

—Government functionaries such as office clerks, field extension workers and police and armed forces personnel to upgrade their competence;

—employees of commercial establishments such as banks and insurance companies to improve their performance;

—housewives to inculcate a better understanding of family life problems and women's status in society.

Assistance to voluntary organisations working in the field of adult/non-formal education is one of the most successful programmes of the Government which continued during 1978-79. During 1978-79, 98 voluntary agencies have been approved for financial assistance.

Under the scheme of Farmers' Functional Literacy Project, 206 projects were taken up and 60 projects were taken up under non-formal education, in the age group of 15-35. The benefits of adult education through these Central pace-setting projects are expected to reach about 7 lakh adults, during 1978-79 and about 10 lakh adults, during 1979-80.

It appears from the above picture that the National Adult Education Programme, besides being novel and an improvement over earlier programme, has in itself certain inbuilt features, such as flexibility in concept and approach, improvement of literacy skills, development of production skill in man, creation of social awareness, civic consciousness, sustenance of continued interest in education, selection of specially trained staff, adoption of specially designed techniques, teaching and learning materials, instructional aids and supply of these materials and aids to the masses at the grass root level, particularly to the rural women and persons belonging Scheduled Caste and Scheduled Tribes, in the nooks and corners of the country. Another feature worth mentioning is the special mechanism evolved on the basis of past experience for effective monitoring and evaluation and above all, proper follow-up of the adult literacy programme for the neo-literates.

The magnitude of the problem of illiteracy is alarming, if we see this through the window of statistical presentation. When we became independent, only 10% of the population were literates and 90% were illiterates. But after 30 years, 30% of the people have become literate and 70% of the people are still illiterates. According to 1971 census, of the 2095.11 million illiterate population illiterate men and woman were 863.30 mlilion and 1231.31 millions, working out a percentage of 53.32 and 80.64 respectively. Among the illiterate population, Scheduled Castes constitute 682.71 million (85.33%) with a break-up of 320.99 million (77.64%) men and 361.72 million. (93.56%) women. Similarly out of the total Scheduled Tribe illiterate population, of 337.19 million, 157.99 million were men and 179.20 million women, working out the percentage of 82.37 and 95.15, respectively.

The percentage of literate adult population has nearly doubled, during the last two decades. However, the number of illiterates has also increased substantially. Illiteracy amongst women is much more widespread in our country. Of the total population of 548 million in 1971, 264 million comprised women. As against a National average of 29.4% literacy, the percentage of literacy amongst women is only 18.70%. This percentage comes down to the still more disappointing figure of 12.90%, in case of women living in rural areas. The situation varies from state to state, with Kerala (54.3%) and Bihar (8.72%) occupying two extreme ends of the national scale. Punjab stands somewhere in the middle, with 19.78%. If women continue to remain illiterate in such large numbers, there is very little hope not only for this large segment of our population, but also for young children who constitute the future man power of the country.

The problem of illiteracy among women is therefore, obviously central to the problem of adult illiteracy and there are geographical and class dimensions of this problem. The

Working Group on Adult Education set up by Government of India, as part of the preparation for National Adult Education Programme (NAEP), constituted a special committee on Adult Education programme for women for going into the problem of education of adult women and suggested administative and other structures necessary for tackling the problem. This committee made several recommendations to bridge the knowledge gap between the sexes.

The majority of the illiterate women who are in need of such a programme and have to be covered under the NAEP are employed in factories, mines, plantations, construction work, beedi and match making and other household industries and as agricultural workers. The operational strategy, therefore, seems to be that special efforts will be required to remove illiteracy in women and its disproportionate high incidence among women of Scheduled Castes and Scheduled Tribes. While therefore, the whole NAEP aims at extension of educational facilities to all adults between the age of 15 and 35, it recognises that unless the problem of education deprivations of backward regions and of women and of persons belonging to Scheduled Castes and Scheduled Tribes are kept constantly in focus, these regions and segments of population could not get further push. In every periodical review of planning and implementation of the NAEP, it should be obligatory to keep this in view.

Generally, it would be necessary to have separate literacy centres for women. It may be necessary also that the implementation strategy should give definite precedence to the involvement of women in literacy programmes. Some incentives may also be considered so that the voluntary agencies and others having the capability to integrate women into educational set up may be able to carry on the programme with zeal.

Also, the organisation of adult education programmes for women would be facilitated, if the employers could also

be involved in the process. Women in the organised sector are easily reachable in this manner.

In respect of women in the rural areas, it is important to understand the diverse socio-cultural background, to be able to design appropriate strategies for their education, since tradition has played an important role in that society.

A good deal of thinking and innovation is necessary, on the content and methods of adult education programmes for women. Whereas literacy must form an indispensable component of such programmes, it would normally have to be preceded by several days of promotion of active participation and consciousness building among the learners.

The Social Welfare Ministry at the Centre is also contributing directly towards improving the dismal situation in this field, through the scheme of Functional Literacy for Adult Women which is implemented in all the ICDS Projects in the country. Such Projects will go upto 200, by the end of this year. The basic objective of the scheme is to enable women in the target group of 15 to 45 years to acquire the skills of literacy, so that they could participate in the developmental efforts of the community, learn modern methods of health and hygiene, understand better practices in home management and child care and acquire some vocational/occupational skills.

3038 centres of functional literacy for adult women are functioning in the 33 old ICDS Projects. In these centres approximately 48,000 adult women are attending functional literacy classes. In the 67 ICDS projects opened during 1977-78, another 1636 centres have already started working and more centres are likely to come up as and when these projects become fully operational. State Governments have been requested from time to time to take steps as that adult literacy classes could be made more attractive and many more women could take advantage of the programme.

It is increasingly realised that for any programme of

adult education for women to succeed, it is necessary to link it with socio-economic programmes so that the women who come to the adult education centres can also learn some skills or get skills upgraded so that they can earn an extra income. Such vocational training and production programmes, supported by a good marketing organisation, will help improve the economic status of women and make the programme of adult education a success.

Finally, I thank all the delegates assembled here who devoted enough time and discussed comprehensively various issues that emanated from this programme of national importance and offered useful suggestions for further improvement and effective implementation of the programme in the years to come. Once again, I thank you, one and all, for having given me the opportunity to be with you and deliver this address.

APPENDIX

PROGRAMME

Sunday, 7th October, 1979

8.30 a.m. to 10.00 a.m.—Registration of Delegates

10.30 a.m. to 11.45 a.m.—Inaugural Function

1. Invocation
2. Welcome Address : Shri Jagjit Singh, Pro Vice-Chancellor GND University, Amritsar and Chairman, Reception Committee
3. Inaugural Address : Prof. A.J. Kidwai, Vice-Chancellor, Jamia Millia Islamia, New Delhi
4. Presidential Address : Dr. M.S. Adiseshiah, President, I.A.E.A.
5. Group Song
6. Citation for 1978 Nehru Literacy Award.
7. Presentation of Nehru Literacy Award for 1978 to Shri G.K. Gaokar
8. Reply by Shri G.K. Gaokar
9. Vote of thanks—Shri V.S. Mathur, Hony. General Secretary, I.A.E.A.
10. National Anthem

11.45 a.m. to 12.00 noon —*Tea Break* & Steering Committee Meeting

12.00 noon to 12.30 p.m.—Inauguration of Book Exhibition

Shri T.S. Avinashlingam, Sri Rama Krishna Miss[illegible] laya, Coimbatore

12.30 p.m to 2.30 p.m.—*Lunch Break* & Steering Committee Meeting

2.30 p.m. to 4.00 p.m.—Plenary Session—Presentation of the working paper by Dr. M.S. Adiseshiah followed by General Discussion.

4.00 p.m. to 4.15 p.m.—*Tea Break*

4.15 p.m. to 6.00 p.m.—Discussion in Five Groups

1. NAEP and Involvement of Educational Institutions;
2. Special Programme for Tribals and other Backward sections under NAEP
3. Training of Adult Education Functionaries;
4. Material Production
5. Special Programme for Women under NAEP

Monday, 8th October, 1979

9.00 a.m. to 11.00 a.m.—Group Discussions Continued

11.00 a.m. to 11.15 a.m.—*Tea Break*

11.15 a.m. to 1.00 p.m.—Preparation of Group Reports

1.00 p.m. to 2.30 p.m.—*Lunch Break* & Steering Committee Meeting

2.30 p.m. to 4.00 p.m.—Presentation of consolidated statement by institutional members on the implementation of NAEP followed by Discussion

4.00 p.m. to 4.15 p.m.—*Tea Break*

4.15 p.m. to 5.00 p.m.—Plenary Session—Dr. J.D. Sethi to address the House

5.00 to 5.30 p.m. —*Break*

5.30 onwards —Presentation of Dr. Zakir Husain Memorial Lecture by Dr. Rajammal P. Devadas, Principal, Sri Avinashilingam Home Science College for Women, Coimbatore

Tuesday, 9th October, 1979

9.00 a.m. to 10.30 a m.—Presentation of Group Reports

10.30 a.m. to 10.45 a.m.—*Tea Break*

10.45 a.m. to 11.15 a.m.—Report of the Conference

11.15 a.m. to 12.00 noon—Valedictory Address :— Dr. (Smt) Sathyavani Muthu, Union Minister for Social Welfare, Government of India.

12.30 p.m. to 1.30 p.m.—Council Meeting

1.30 p.m. to 2.30 p.m.—*Lunch Break*

2.30 p.m. —General Body Meeting.